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ABSTRACT

This booklet illustrates and compares three important standards (levels of expectation) set for diploma examination writing in Social Studies 30: excellent, proficient, and satisfactory. Sample papers are used to illustrate the scoring criteria for group leaders and markers are presented, along with accompanying commentaries, or rationales, that tie these papers to the scoring criteria. The six example papers are arranged by topic in groups of three, to illustrate the three levels. Two additional papers that exceeded the criteria established for excellence are included as a celebration of student achievement and as an acknowledgment of the high standards being attained by some of Alberta's Social Studies 30 students. Cautions are presented in using this booklet for teaching purposes for evaluation. (EH)

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Samples of Students' Writing

from the Social Studies 30 Diploma Examination January 1995

SO 026 387

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Introduction

Purpose

The primary purpose of this booklet is to illustrate and compare three important standards (levels of expectation) that have been set for diploma examination writing in Social Studies 30:

- 5 Excellent
- 4 Proficient
- 3 Satisfactory

Sample papers that were used to illustrate the scoring criteria for group leaders and markers as part of the marker training procedures used in January 1995 are presented here, along with accompanying commentaries, or rationales, that tie these papers to the scoring criteria.

Teachers may wish to use this document to assist in calibrating their own marking standards, to identify some successful approaches used by students in writing the essay assignment, and to acquaint themselves with the processes used in the evaluation of diploma examination essays.

Content

The six example papers are arranged by topic in groups of three. The first paper in each group is the one that was used as the example paper for "5 Excellent," and the final paper in each group is the one that was used as the example paper for "3 Satisfactory," during group-leader and marker training. Each paper is accompanied by specific commentaries that discuss the paper in terms of the scoring criteria used in marking. Many suggestions for these rationales were provided by the teachers who served as standards confirmers before the marking sessions in January 1995.

Finally, two papers that exceeded the criteria established for excellence are included as a celebration of student achievement and as an acknowledgment of the high standards being attained by some of Alberta's Social Studies 30 students.

Selection of Papers and Standards Confirmation

The papers presented were selected during standards confirmation sessions in January 1995 by teachers who selected example papers to illustrate the standards for marking, before the marking sessions. Each of these example papers was chosen to illustrate the level of expectation, or standard, described as "5 Excellent," "4 Proficient," or "3 Satisfactory" in the scoring criteria after intensive discussion. In addition to the papers presented here, the standard confirmers also identified papers that typified the "2 Limited" and "1 Poor" standards.

The example papers were presented to group leaders, teachers specially selected to chair small groups of markers during the marking session. These group leaders also confirmed that the example papers illustrated the standards described at the various levels. The example papers were then used for training markers at the January 1995 Social Studies 30 marking session.

Examination Structure

The Social Studies 30 Diploma Examination consists of two parts:

- 70 multiple-choice questions worth 70% of the examination mark; and
- an essay question worth 30% of the examination mark.

Other elements of the examination structure are described below.

Students are allowed a maximum of three hours to complete both sections of the examination.

Students write on one of two essay questions presented on the examination. In keeping with previous practice, one question is drawn from Topic A of the Social Studies 30 Curriculum, "Political and Economic Systems"; the second from Topic B, "Global Interaction in the Twentieth Century." The writing assignment, as it appeared on the examination, is found in Appendix A. During the writing process, students are not permitted to use reference materials, thesauri, or dictionaries. As part of a trial project to evaluate the use of technology in the Diploma Examination writing process, in January, some students were permitted to use word processors to complete their essays.

The Marking Process

During the marking of the Social Studies Diploma Examinations, papers are scored in four separate categories, according to criteria that describe five levels of performance. A complete listing of the scoring categories, their weighting, and the associated criteria, appears in Appendix B.

Examination marking is done by teachers selected on the basis of recommendations made by their superintendents. Teachers are required to have taught the course during the school year in which the examination is administered, and to have taught the course for at least two years.

Neither the students' names nor the names of their schools appear on any examination papers. The first hours of the marking session are spent in an intensive training session that includes a review of the scoring criteria as it relates to the example papers. When marking begins, markers are advised not to mark a paper if they suspect that they recognize its source. They are instructed to avoid marking any papers whose content or style calls forth any personal biases. They are also instructed to disregard the quality of the handwriting in evaluating the papers, and to return a paper unmarked if they think the handwriting could influence their judgement.

Teachers do not put any marks on the examination booklets during the marking process. They record scores on separate score sheets. All papers receive two independent readings and the mean score is awarded in each of the four scoring dimensions. If the sum of the means results in a part mark, the total is rounded up to the next whole number. If the awarded scores vary to the extent that a student's final grade would be significantly affected, provision is made for a third reading.

Reliability reviews are conducted immediately after marker training and at several times during the marking sessions. These reviews allow markers to calibrate their marking relative to each other and to the previously established standards.

CAUTIONS

The following cautions regarding this booklet should be kept in mind, especially if its contents are to be used for instructional purposes:

1. **The papers presented exemplify specific standards but may not be typical of the papers submitted.** In an effort to illustrate the various standards, the standard confirmers endeavor to select papers that consistently represent the same standard in all four scoring descriptors. Many examination essays achieve different standards in the various categories, and thus would be awarded a range of marks across the scoring categories.

2. **The selected papers represent only a small example of the possible approaches to each assignment or topic.** Even though four or five papers are presented to illustrate responses to a particular writing assignment, it must be remembered that these are merely four or five papers selected from thousands written on that assignment. Therefore, any conclusions formed about common patterns of approach taken by students must be viewed as speculative only.

3. **Neither the papers presented here nor the scoring guides in Appendix B are meant to limit students to a single organizational, evidential, or rhetorical approach in completing the diploma examination assignment.** Students are free to select evidence and organize their essays in the manner that they feel will best support their positions. The writing in this booklet illustrates just a few of the many organizational and rhetorical strategies used successfully by students in January 1995.

4. **The example papers presented in this document must not be used verbatim as models for instructional purposes.** Because these papers are example illustrations only, and because they are example responses to a set topic, students should be cautioned not to memorize the content of any of these assignments to use when completing classroom assignments or when writing future diploma examinations. It is the approaches taken by students achieving at the "5 Excellent" level of performance that future students should consider emulating, not their words or ideas.

5. **Readers should consider each student's accomplishments in light of the constraints of the examination situation.** Under examination conditions, students are able to prepare writing that we must consider as first draft only. Given more time, and access to appropriate resources, we would expect students to produce papers of considerably improved quality.

Comments on Standards

In general, student responses to the January 1995 topics reflected a sound understanding of the assigned topics and a considered and skillful approach to the writing task. Judging from the sense of personal ownership commonly expressed in their essays, it seems that many students chose to write on a particular topic because it struck an emotional or intellectual chord with them. This may explain why a significant majority of students were attracted to the Topic B question: the prospect of imminent thermonuclear destruction is somewhat more morally compelling than the difficulties of economic restructuring.

Students achieving the "3 Satisfactory" rating were able to express an adequate understanding of the complexity and significance of an issue. These writers often recognized the principles underlying different viewpoints associated with an issue, and usually established a historical or contemporary frame of reference around an issue's importance.

Students achieving the acceptable standard supported their positions with several adequate arguments. Although these arguments lacked in elaboration and depth of understanding, they were connected to the issue under discussion and to the position taken. Supportive evidence used by these writers to bolster an argument was generally relevant but not error-free, and more often general rather than specific in presentation. Such writers, despite making minor errors, demonstrated control of conventions.

Students achieving the standard of excellence perceptively investigated the complexity and significance of the issue, often throughout the fabric of their response. Such students were comfortable in revealing to the reader what they genuinely thought, rather than attempting to write what they felt the reader wanted to hear.

Students achieving the "4 Proficient" and "5 Excellent" rating composed powerful and forceful arguments that were firmly rooted in the application of germane, well-chosen evidence — evidence that in many instances supported a qualified position. Students at this level wrote carefully organized essays, essentially free from errors in mechanics and grammar.

Overall, it was apparent that the demands of the January 1995 assignments were within the comprehension of most students. It was also apparent that many students enjoyed the challenge of composing their responses.

EXAMPLE PAPERS
TOPIC A: POLITICAL AND ECONOMIC SYSTEMS "5 EXCELLENT"

In Canada's public school system students compete with one another to obtain coveted positions in academic programs. Without competition would these students be as determined to succeed? There are few who would devote themselves to months of study and self-improvement knowing that they were guaranteed a position in the academic field and security for the future despite test score results and academic achievements. Free enterprise provides competition – the driving factor behind increased efficiency and improvement. Free enterprise should be used as a basis for restructuring the economy if Canada is to survive as a developed nation. Already this position has been challenged by global institutions such as the IMF. Governments must withdraw from enterprise to allow the market to take shape and flourish. Crown corporations must be reevaluated in terms of their productivity. For the future this nation should look expanding the market through such systems as NAFTA. By allowing free enterprise to flourish, Canada too may flourish.

Exploration of the Issue

The student's insight into the issue is immediately apparent in the innovative analogy that opens the introductory paragraph, and remains evident throughout the paper. Discussion of the issue takes place within the context of the emerging global trends that are forcing countries to reassess their traditional economic practices and pursue restructuring. The student recognizes the importance of international economic interdependence, and describes how Canada's national debt and possible lack of competitiveness may be detrimental to the country's economic success in a world dominated by various free trade blocs. This perceptive appreciation of the need for economic restructuring is supported by explicit reference to a controversial *Wall Street Journal* editorial that was published a few weeks before to the date of the examination (and reprinted in the *Globe and Mail*).

Throughout the course of argumentation, the student forcefully presents the case for restructuring, but also acknowledges the limitations and problems associated with a doctrinaire application of the principles of free enterprise. In offering such qualifications, the student displays the mature, thorough, and internalized understanding of the assigned issue that is characteristic of "5 Excellent" papers.

Defence of Position

Adopting the position that "Free enterprise provides competition — the driving factor behind increased efficiency and improvement," the student argues that "Free enterprise should be used as a basis for restructuring the economy. . . ."

The arguments supporting this position are woven together with supporting evidence and are well considered, convincing, and logical. The first argument presented draws an analogy between competition in a school system and competition in the economy as a whole. This competition is

Adam Smith described capitalism as a system free of government control. He believed that the individual guided by the invisible hand of the consumers was in the position to best determine the direction of the market. In order to remain in business the producer would strive to produce the best possible product for the lowest price. Competition was the force that drove the producer to extend the consumer a fairly priced product.

Recently the Globe and Mail published a report which stated that Canada was "an honorary member of the third world". The author justified his claims by discussing global attention to Canada's dangerously high debt load. Interference on the part of the United Nations through their monetary organization, the IMF, is a tangible threat. Free enterprise is the answer to this crisis. Government should encourage businesses to rise to new levels of productivity through incentives such as tax breaks. At the same time, governments must reduce their budgets. Whilst encouraging efficient private business, governments must objectively re-evaluate public corporations.

essential in both cases, according to the student, because it provides the necessary incentive for increased individual effort and accomplishment. The essay proceeds to prescribe a series of reforms that are intended to increase economic competitiveness in accordance with the principles of free enterprise: "Government should encourage businesses to rise to new levels of productivity through incentives such as tax breaks. At the same time, governments must reduce their budgets [and] objectively re-evaluate public corporations." The student supports this position by referring to the work of theorists such as Smith and Friedman, and by reviewing the policies of Margaret Thatcher and Ralph Klein.

Intellectual maturity and confidence is apparent in the student's anticipation of valid objections to the position taken and willingness to acknowledge that "[c]omplete government withdrawal is not completely desirable." The student suggests that reducing its overall involvement in the economy, the government must continue to enforce regulations preventing the formation of monopolies and environmental abuse. In discussing the social welfare system, the student argues that "The withdrawal of government does not necessarily translate into the dismantling of a caring society."

Throughout the essay, a strong relationship is maintained between position, arguments, and evidence. The essay's contents are ordered and convincingly reinforce the writer's arguments.

Quality of Examples

The strength of this paper lies in its deliberate choice of a range of specific examples and in the skillful integration of those examples with the argumentation.

The theoretical foundation of free enterprise is discussed with reference to Adam Smith and the

Crown corporations are costly forms of public ownership. Subsidized by the government, crown corporations do not feel the same pressure as private corporations to constantly reform and evaluate production procedures. Margaret Thatcher, Prime Minister of Great Britain in the 1980s, felt herself drawn to the ideas of an economist philosopher, Friedman, who advocated the withdrawal of government support in businesses. Tantalized by this idea Thatcher did just that – she withdrew support from public companies. Not surprisingly many of the businesses the British government had been supporting through public dollars came as a result of their own errors and inefficiencies – those that did not restructured and improved. In Alberta, Ralph Klein is following a similar plan. This fall he announced his plans to reduce the deficit by cutting back government involvement in business as well as areas such as health care. Liquor stores were privatized. Now, enterprising individuals have opened their own businesses everywhere. Klein is withdrawing support from businesses that are inefficient even

concept of the "invisible hand." The student supports the contention that restructuring is necessary by citing international concerns for Canada's economic health as revealed in the *Wall Street Journal* editorial reprinted in the *Globe and Mail*. Supporting the central argument of the paper is a discussion of Margaret Thatcher's policies in Great Britain and Ralph Klein's economic initiatives in Alberta. The link between Milton Friedman's economic theories and Thatcher's policy of privatization is recognized, although the description of the policy itself is somewhat generalized. The examination of the Klein government's policies includes reference to the privatization of Gainers and of liquor stores. While the examples could have been strengthened by the addition of more detail, the writer's focused use of examples demonstrates a sophisticated knowledge of social studies content.

Quality of Language and Expression

The language used in this essay is both fluent and skillful. Throughout the paper, the student makes effective use of a variety of complex writing structures and devices. The opening sentences, for example, draw a metaphorical comparison between the classroom and the free market. The importance of this competition in both is highlighted by use of a rhetorical question: "In Canada's public school system, students compete with one another to obtain coveted positions in academic programs. Without competition, would these students be as determined to succeed?"

The student's accomplished use of complex sentence constructions continues throughout the paper. These allow the writer to express complex ideas clearly and economically: "The withdrawal of government does not necessarily translate into the dismantling of a caring society. Before welfare, the public guided by the need apparent in the streets provided for those less skilled, or more disadvantaged than themselves."

as Edmonton's Eskimos.

How much government withdrawal is beneficial? As with Klein and his health care cuts it is apparent that complete government withdrawal is not completely desirable. Society needs government in the doorway of the public economy to regulate and ensure that the system runs smoothly. Free enterprise must be regulated partially by the government to ensure that the system works for the people rather than against them. When free enterprise works for only few enterprising individuals the system has failed. Governments are needed to provide legislation that would prevent such aspects as monopolies and environmental abuse from occurring within the free enterprise system. The Canadian government is viewed as interventionist. The public safety net provides those who are disadvantaged or unable to operate fully in the free enterprise system. The withdrawal of government does not necessarily translate into the dismantling of an entire society. Before welfare the public funded by the need apparent in the street provided for those less skilled, a more disadvantaged than themselves. Society has proven itself reliable

Clarity of communication is further enhanced by the appropriate use of social studies terms and control of the conventions of writing.

in caring for those in need.

Today trade blocs such as NAFTA are emerging around the globe. Governments must envision the future and recognize such trade blocs as the expansion of the economic market. Free enterprise is able to shape the global community new levels of competiveness. Free enterprise can initiate new forms of technology. Free enterprise represents stability. Governments must use free enterprise as a means of restructuring society. By increasing competiveness governments will increase productivity, thus, providing a road to the future.

EXAMPLE PAPER TOPIC A: "4 PROFICIENT"

Many of the nation's in the world are undergoing political changes, and as a result, there has been a change in the direction of economies. With a change in government, there is also a tendency to restructure the nation's economic policies, and the question arises on what methods should be used to bring about these changes. Many support the idea of using the principles of free enterprise to bring about economic restructuring, and many support other principles. If the government decided to implement policies of free enterprise in restructuring their economies, it would be positive for the nation because it would result in an increase in foreign investment from capitalist countries and would also result in an access to the technology that is available. On the other hand, using policies of free enterprise would result in a decrease in the amount of control governments have over their economies, and also the fact that fluctuations will occur in a free enterprise system, according to the Law of Supply and Demand,

Exploration of the Issue

The student discusses the issue of economic restructuring within a contemporary context, arguing that recent political transformation has entailed economic change: "Many nations in the world are undergoing political changes, and as a result, there has been a change in the direction of economies."

This context is maintained throughout the paper and is reinforced by the student's selection of economic reform in China and the former Soviet Union as key examples of restructuring. In taking this approach, the student displays a sound understanding of the assigned topic and its significance today.

Evidence of the student's understanding of the complexity of the issue can be found in the treatment of the viewpoints of opponents to free enterprise, which precedes the presentation of examples. In this theoretical introduction, the underlying values, and the advantages and disadvantages of free enterprise are briefly outlined. The points raised in this portion of the essay are amplified in the remainder of the paper.

Defence of Position

The position taken by the writer is clearly established and maintained throughout the essay: "Governments should adopt policies of free enterprise when restructuring their economies because it results in the best effect for the nation." This position is supported by three interrelated arguments that, in turn, draw upon appropriate supporting evidence. The first argument, that the adoption of free enterprise results in "a decrease in unemployment levels, and often better wages for the citizens which results in a better quality of life" is validated by reference to the experience of China under the leadership of Deng Xiaoping.

which can result in recessions and even depressions.

Those who support policies of free enterprise feel that it results in an increase in incentive to work, to produce products of good quality, & therefore introducing effecency and innovation into the system. As well, the competition between industries will ensure that products are of the best quality for the best price, which consumers want. Opponents of free enterprise feel that competition is negativ because of the reason that monopolies could form, which then results in unfair prices. Another reason is that opponents feel that free enterprise causes disparity in wealth, which often causes a decrease in the middle class.

Governments should adopt policies of free enterprise when restructering their economies because it results in the best effect for the nation.

When adopting policies of free enterprise many business are created, which results

The second, that "in countries where free enterprise is not practiced, goods are often produced of poor quality," is linked to the example of Stalin's Soviet Union. The third argument, that "competition is a policy of capitalism which results in incentives for the workers to produce good quality products," is illustrated by reference to Gorbachev's policy of perestroika.

The clarity of the argumentation is enhanced by the student's skillful ordering of the content of the paper. Each point is clearly introduced, defined, and developed.

Quality of Examples

As indicated above, the examples presented in the essay are well integrated with the train of thought used in the paper's argumentation. They reveal a competent understanding of the content and its application to the assigned issue. The examples themselves are usually quite specific. The description of reform in China is particularly notable for its attention to details, such as the establishment of special economic zones, the growth of joint ventures, and the resulting transfers to China of Western technology and capital. These details are directly relevant to the issue under discussion and advance the purpose of the essay. Unlike many less accomplished writers, this student refrains from padding the example with extraneous information.

The examples of the Soviet Union under Stalin and Gorbachev are somewhat generalized in comparison to the Chinese example. There is no recognition of the rapid economic expansion that occurred under Stalin's Five Year Plans, nor are the economic difficulties currently being encountered by the successor states of the former Soviet Union acknowledged. While this detracts from the comprehensiveness of the examples, the information is presented purposefully and reveals a competent understanding of social studies content as it applies to the essay topic.

an increase in the amount of jobs available for the citizens. Therefore, there will be a decrease in unemployment levels, and often better wages for the citizens which results in a better quality of life for the individuals of a nation. As well, there is less pressure on the government to support those without jobs, or those who cannot support themselves.

In 1978, Deng Xiaoping became the new leader in China, and he began to implement free enterprise policies. He opened up special economic zones in which capitalism could be practiced. This resulted in 58,000 joint ventures opening up in China, which resulted in a dramatic increase in the amount of jobs available, important to a nation where jobs were fairly scarce. These jobs were also better paying, therefore people could afford to buy more products within China, thus creating a market. Due to the new companies, better products were being produced, which allowed China to compete

Quality of Language and Expression

The essay is skillfully structured and well written. The occasional lapses in the fluency of expression illustrated in some of the excerpts quoted above do not detract from the clarity of the communication, and are understandable, given the conditions of writing. The student is in control of conventions of writing and makes use of appropriate vocabulary.

in the foreign market. As well, China was now able to access the foreign technology that was available. Overall, China improved the condition of their economy by bringing in capital from foreign countries and improving the existing business and technologies within China, to strive to become one of the top economic countries in the world

. Secondly, in countries where free enterprise is not practiced, goods are often produced of poor quality, therefore there is no market for these goods within one's own nation and in foreign markets. This makes it all the more difficult to bring in money to improve the inconsistencies within the economic sector.

When Stalin introduced his policy of Five-Year Plans in the USSR in 1928, he was changing the former policy of Lenin, who brought in capitalism through his New Economic Policy from 1921-28. Stalin implemented communism under a centrally planned economy. The CPS made all the economic decision-making within the USSR, and they emphasized

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quantity not quality, through these targets and quotas that they established for every industry and farm within the USSR. Stalin emphasized three areas under his policy which were the military, capital good (heavy production of steel) and agriculture. Agriculture was the worst area because the farmers did not own the land and were not receiving any profits for their effort. There was no incentive to work within the USSR because there was no profit gained through effort. Therefore goods were produced at poor quality and also poor quality because quality was not emphasized. This resulted in no markets for the goods they produced. As well, because the USSR was Communist, they had no foreign investment from the capitalist countries and also did not have access to the foreign technology. As a result of Stalin's decision the USSR was in a sad state. and there was corruption within the system, because they didn't adopt free enterprise policies.

Finally, compilation is a policy of

capitalism which results in incentives for the workers to produce good quality products, which then results in a market for the goods that are produced as well as investment from foreign nations. This causes a growth in the economic sector which stimulates the economy.

In 1985, Gorbachev brought in Perestroika, which is "return to a market economy, meaning free enterprise. First off, Gorbachev granted greater control of the industries to the managers, thus giving them greater autonomous control over industry, improving the inefficiency of the CPS. As a result, the workers, of both industry and agriculture, had incentive to work harder, and to produce good quality goods, because they would get a share in the profits. With the increase in the quality of good, the USSR could then compete in the foreign market, as well as have a market for their goods within their country. As well, the USSR now had access to the technology

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that was necessary in order for them to successfully compete with the world's nations. As well, because the USSR was now adopting policies of free enterprise. they were receiving foreign investment from other capitalist countries, and joint ventures and investment, which established a stronger economy for the USSR, and a better system to correct the corruption under Stalin's policy.

In conclusion, governments who are restructuring their economic policies should use the concepts of free enterprise because it improves the conditions and economy as a whole.

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EXAMPLE PAPER TOPIC A: "3 SATISFACTORY"

Is free enterprise the best way to structure an economy? This question does not have a simple yes or no answer. In deciding an economic policy it is important to look at what each type has to offer. Every economic system has strengths and weaknesses, so it must be decided which one will benefit the country the most.

In the public enterprise system the main aim is equality. This system has highly developed social welfare programs. Everyone living under this type of system is employed by the state. Their needs are met by the state and they owe everything to the state. Unfortunately the nature of this system leaves little room for personal freedom and choice as everyone is equal and recieves equal sharing of all resources. This system has no real chance for advancement and self improvement through personal gains so work incentive is low which results in slow production, quality etc. A prime example of this

Exploration of the Issue

This essay is based upon a comparison of three alternative economic systems (public enterprise, free enterprise, and the mixed economy) but does not explicitly address the process of restructuring. Thus, the paper demonstrates a straightforward and conventional, but somewhat generalized, approach to the assigned topic.

While the writer makes an effort to acknowledge the complexity of the issue in the essay's opening paragraph: "This question does not have a simple yes or no answer," it is in describing the alternative economic systems and acknowledging the various strengths and weaknesses of each that the paper reveals an adequate recognition of the complexity of the issue.

The writer discusses the issue in both a historical and a contemporary context, and seems to recognize its significance: "Every economic system has strengths and weaknesses so it must be decided which one will benefit the country the most."

Overall, the essay reflects an understanding of the issue of economic restructuring that is generally clear.

Defence of Position

The student's defense of position consists primarily of a comparative advantage case, based upon a discussion of the pros and cons of the public, free enterprise, and mixed economic systems. This comparison leads to the conclusion that: "Of the three systems the best is obviously the mixed economy."

In addition, the student argues that the adoption of a mixed economy is consistent with recent

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System would be the former Communist USSR. Under Stalin's rule all traces of a private enterprise system were abolished and quotas were set for all workers. The workers had no chance to move up and make more money or gain more material goods so they became content to do as little as possible since the state would take care of them anyway. This resulted in a stagnation in advancement and a loss of worker output.

On the other end of the spectrum is the Laissez-faire style of free enterprise economy where the government maintains a hands off approach. Those nations that follow this approach agree with Adam Smith's theory of an invisible hand that will guide the economy, and left to its own devices will pull it through all points of the boom and bust cycles associated with this style of system. The primary advantages of this system are that survival depends on hard work so personal work incentive is high, Also this incentive does not go unrewarded

economic trends in countries on the right of the economic spectrum: "Increasingly more countries are adopting this economic style as seen by the USA which continues to include more government involvement in the economy."

The writer also recommends that communist or socialist governments restructuring their economies should "include the ideals of free enterprise but not . . . loose sight of the good points of the current system."

While some readers may be concerned that the writer assumes that the term "mixed economy" is synonymous with "welfare capitalism," the writer's position is unambiguous.

As is typical of papers demonstrating the "3 Satisfactory" standard, the argumentation and evidence tends to be generalized. Little attempt is made to focus closely on the specific issue of economic restructuring itself. Instead, the paper evaluates three broad classes of economic systems, suggesting that they are competing outcomes of such restructuring. The issue of restructuring within an economic system is never really addressed. Despite these limitations, the evidence presented in the paper is relevant and appropriately applied, reflecting a generally adequate defense of the writer's position.

Quality of Examples

A range of examples relevant to the three economic systems is presented. In the discussion of public enterprise, the writer refers to the Soviet economic system under Stalin. While the example is appropriate, its accuracy is compromised by oversimplification and exaggeration. For example, the writer claims that: "Under Stalin's rule all traces of a private enterprise system were abolished. The workers had no chance to move up and make more money or gain more material goods."

The remaining examples are left largely undeveloped. While the student briefly alludes to the growth

as opportunities for advancement abound. Innovation is also highly praised by the members of this economy. The drawbacks to this type of economy are ~~[illegible]~~ sometimes unfortunate. This economy creates large gaps between haves and have nots. Social programs are almost non-existant (NO U.I, Healthcare etc) But the biggest drawback is that the invisible hand will not have enough power to pull the country through the bust cycles of the economy. This is best demonstrated by the USA during the great depression of the 1930's. During this time the economy experienced a heavy bust cycle that combined with some drought that put the economy into a downward spiral that the invisible hand could not pull it out of. This required the government to involve itself in the economy and assist the growth with financial aid.

The last economic style that can be considered is the mixed economy. This economy maintains the best points

of government involvement in the U.S. economy during the Great Depression, the New Deal is never mentioned by name or described in any degree of detail. Similarly, Canada is cited as an example of a country having a mixed economy, but little attempt is made to elaborate beyond making fleeting reference to publicly owned business and the problem of the debt.

The examples used in the paper are summarily presented and oversimplified to a degree that detracts from both the persuasiveness of the argumentation and the accuracy of the supporting evidence. These examples, while generalized rather than specific, do however reveal an adequate understanding of Social Studies content as applied to the issue.

Quality of Language and Expression

A significant strength of this paper is its clarity of structure and organization. The reader can follow the train of the writer's argument from introduction to conclusion without difficulty.

Despite many spelling errors, the clarity of communication is not reduced. Vocabulary is specific and appropriately used. Both syntax and conventions are controlled.

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of the other systems while avoiding their pitfalls. This economy combines the personal incentives and individualism available in the free enterprise system and combines them with the social security of a public enterprise system. This system attempts to minimize gaps in equality while still allowing room for personal gain. It takes care of those unable to care for themselves and has programs to support those who need temporary assistance. This economy has the government buoy the economy in times of bust and let it run almost unrestricted in times of boom. Canada is a good example of this type of economy as businesses are both privately and publicly owned. The major downfall of this system is that, if the Keynesian theories are not closely followed the country may end up with a huge dept.

Of the three systems the best is obviously the mixed economy. It takes away most of the negatives of both the other systems while

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maintaining the positives. Increasingly more countries are adopting this economic style as seen by the USA which continues to include more government involvement in the economy. If a Nation is restructuring from a communist or socialist style economy it is important to include the ideals of free enterprise but not to loose sight of the good points of the current system. The greatest return and rewards will be found with the smooth integration of both ideals into one of a mixed economy.

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EXAMPLE PAPERS TOPIC B: GLOBAL INTERACTION IN THE TWENTIETH CENTURY "5 EXCELLENT"

There is no place in the world today for nuclear weapons. Nuclear weapons are tools for global destruction and as such, should be dismantled and their development forbidden. Instead, alternative action should be sought in order to maintain collective security.

The issue of nuclear weapons is very complex and highly debatable due to the legitimate and effective arguments for each viewpoint. It is highly viewed by some individuals that the possession

Exploration of the Issue

As the student indicates in the second paragraph of the essay, "The issue of nuclear weapons is very complex and highly debatable due to the legitimate and effective arguments for each viewpoint."

It is through the careful consideration of these arguments and positions that the student reveals a mature and insightful understanding of the intricacy of the assigned issue.

The selection of examples further contributes to the exploration of the issue. By juxtaposing the contemporary examples, such as North Korea's attempts to acquire nuclear ordinance, with historical case studies drawn from the Second World War and the Cold War, the writer creates a context for the discussion of the issue that links past and present.

This contributes to a perceptive and comprehensively developed discussion of the significance of the issue and its relevance today.

The tone of the essay is controlled throughout, however, the writer reveals, in the prose and in the selection of examples, an appreciation of the magnitude of the issues involved that is mature and internalized: "The world is not prepared for the complete and utter destruction it faces if nuclear weapons continue to exist."

Defence of Position

In defending the position that "There is no place in the world today for nuclear weapons," the writer presents and subsequently refutes the opposing position by means of several well-considered and convincing arguments, each supported by relevant evidence.

and further development of nuclear weapons is the only way of ensuring national security, as well as collective security, through the means of mutual deterrence. This viewpoint is often supported by the intense peace that existed during the Cold War. This peace was kept by the threat of mutually assured destruction between the two superpowers of the world; the United States and the Soviet Union. Some people also feel that possessing nuclear armaments protects them against

Those who support retaining nuclear weapons argue "that the possession and further development of nuclear weapons is the only way of ensuring national security, as well as collective security, through the means of mutual deterrence."

This view dominated superpower relations throughout the Cold War and is reflected in the current efforts of the North Korean government to develop an offensive nuclear capability, in violation of its obligations under the Nuclear Non-Proliferation Treaty. Although deterrence has thus far prevented the outbreak of war, the student argues that this approach is seriously deficient and out of date.

The student begins by pointing out that the need to retain large arsenals of nuclear weapons has diminished with the collapse of the Soviet Union and the end of the Cold War. Eliminating nuclear weapons becomes even more imperative in light of their greatly increased destructive power. "The nuclear weapons used by the United States in the Second World War against Japan do not even compare to the destructiveness that new-age nuclear weapons possess." The degree of destruction visited upon Hiroshima should, by itself, "scare the world into seriously reconsidering the possession of nuclear weapons."

This argument is further amplified by a discussion of the Cuban Missile Crisis: "This event, more than any other in history, forced nations to realize the full potential danger of a nuclear threat."

A consequence of this, the writer explains, was that countries began to negotiate a variety of arms control agreements. These agreements are of crucial importance because "The reduction of nuclear weapons, leading to the absence of all nuclear weapons . . . is the answer to attaining peace and collective security."

When taken together, the arguments presented in the paper form a convincing and well-considered case supporting the elimination of nuclear weapons. The deliberate selection of supporting evidence,

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aggressive countries. This viewpoint is often supported by fears of nations like North Korea. North Korea has been covering up its nuclear weapons program from the world. Although North Korea signed the Non-proliferation Treaty a couple of years ago, and accepted its safeguards, Kim Il Sung, the North Korean dictator, has announced his intention to withdraw his country from the Non-proliferation Treaty. Actions like these arouse fear among nations

together with the considered examination of the opposing position, is indicative of a confident writer in command of the subject matter.

Quality of Examples

A comprehensive selection of examples is presented throughout the essay. The purposeful development of several of these examples reveals a sophisticated knowledge of social studies content and an ability to present that content in a deliberate and focused fashion.

The paper opens with a consideration of the Cold War balance of power between the Soviet Union and United States, and continues to a well- developed discussion of the current situation in North Korea. While the student's selection of this latter case study may have been prompted by the inclusion of related material in the multiple-choice section of the exam, the material is presented in an accurate fashion and is well integrated into the structure of the argument.

Although the student seems unaware that Kim Il Sung has been succeeded by his son Kim Jong Il, this minor oversight does not detract from the quality or relevance of the example.

The arguments opposing the maintenance of nuclear arsenals are supported by two well-developed examples, the first being the destruction by atom bomb of the Japanese city of Hiroshima. It is indicative of the maturity and control exhibited by the writer that this example is presented without the maudlin exaggeration common in weaker papers. Instead, the facts are allowed to speak for themselves.

Some readers might suggest that the writer fails to adequately explain the rationale behind the decision to drop the atomic bombs on Japan, but the point of the example is not to prove whether or not the bombing was justified. Instead, the writer uses the example only to support the contention that the use of the modern nuclear arsenals for whatever reason would result in a level of destruction and suffering that would be unacceptable. The Cuban Missile Crisis highlights the danger that these arsenals, if

and further justifies their ideology to possess nuclear weapons in their minds. Despite these arguments, the need for nuclear weapons remains unnecessary. The massive arms race which originated between the United States and the Soviet Union after World War Two is no longer necessary due to the collapse of communism, which ended the Cold War in 1989. Moreover, nuclear weapons have the potential to create an utter destructiveness of the planet, unlike

maintained, would be used.

The student outlines in some detail the origins of the Crisis, the danger it posed to world peace, its subsequent resolution, and the way it set into motion attempts to achieve arms limitation and reduction. Again, the example is closely wedded to the arguments that help to establish the position adopted by the paper

Quality of Language and Expression

This essay is not merely clear, but fluent and artful. In addition to being almost entirely free from errors of grammar, spelling, and convention, the essay uses appropriate vocabulary and is skillfully structured. Such command of language is particularly impressive in light of the conditions of writing.

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which this world has never seen

The nuclear weapons used by the United States in the Second World War against Japan do not even compare to the destructiveness that new-age nuclear weapons possess. That is an incredibly frightening thought, especially considering the devastating effects of nuclear power on Hiroshima. There, hundreds of thousands were instantly killed, with the rest of the population forced to suffer in the devastated area, surrounded

by death and catastrophe. Those who survived the immediate effects still had to live through the long term effects of physical mutations caused by radiation, while trying to rebuild their area which had been leveled by one bomb. The effects of the nuclear bomb on Hiroshima were felt for decades and will not be soon forgotten.

If Hiroshima did not scare the world into seriously reconsidering the possession

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of nuclear weapons, the Cuban Missile Crisis of 1962 should have. In 1962, an American pilot flying over Cuba caught sight of Russian missile test sites. Russia was hoping to gain an advantage in discussions concerning power over Berlin. The United States demanded immediate dismantling of the missiles and placed a quarantine over Cuba. The next few weeks were extremely intense and all the nations of the world waited anxiously for a resolution. Eventually,

the U.S., led by Kennedy and the U.S.S.R. led by Khrushchev came to an agreement and the Russians dismantled their missiles. This event, more than any other in history, forced nations to realize the full potential danger of a nuclear threat. This realization among nations led to many agreements; SALT I, SALT II, START and the Non-proliferation Treaty, all aimed at reducing nuclear armaments.

The reduction of nuclear weapons, leading

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to the absence of all nuclear weapons,
rather than the possession and build-up
of nuclear armaments, is the answer
to attaining peace and collective
security. The world is not prepared
for the complete and utter destruction it
faces if nuclear weapons continue to
exist.

EXAMPLE PAPER TOPIC B: "4 PROFICIENT"

The dropping of the Atom bomb on Hiroshima in August of nineteen-forty-five, changed the face of war forever. Conventional warfare was no longer the only threat among nations around the world Nuclear power was born. Mass destruction at the touch of a button. The almighty polaris is like a god, countries with it's power have the ability to make war with the threat of it's destructive capabilities or keep the peace for those same reasons. Nuclear weapons are not necessary, because when playing with fire, you're bound to get burnt. They can act as a deterrent against war; but then some countries have nothing to lose by using nuclear weapons deliberatly. Nuclear weapons have helped keep a balance of power between the United States and the Soviet Union, but have also led to close calls between the two nations and almost used by mistake.

Through the cold war period, both the U.S.A and the Soviet Union used the threat of Nuclear war as a deterrent against major conflict between the two superpowers. Both, realizing the consequences of a nuclear fallout, have kept the peace, without force to force conflict. Although major conflict has

Exploration of the Issue

The student's understanding of the issue is immediately apparent in the opening paragraph of the essay. As the student observes: "The dropping of the Atomic bomb on Hiroshima . . . changed the face of war forever."

While nuclear weapons offer "Mass destruction at the touch of a button," they have also "helped keep a balance of power between the United States and the Soviet Union."

The willingness of the student to acknowledge the apparently contradictory roles of nuclear weapons within the doctrine of deterrence is indicative of a clear appreciation of the complexity of the assigned issue.

As the essay progresses, the student recognizes and distinguishes between the function that nuclear weapons have traditionally played in stabilizing superpower relations during the Cold War and the destabilizing role they might play should they come under the control of extremist governments. Thus, the writer recognizes the importance of the issue and seeks to explore its significance in both a historical and contemporary context.

The exploration of the issue is further advanced by the thorough discussion of competing positions in the body of the essay. The complexity of the issue is capably developed, and the essay as a whole reflects a sound understanding of the topic and a high degree of intellectual integrity.

Defence of Position

The student's position is clear and maintained consistently: "Nuclear weapons are not necessary,

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been avoided, since the end of World War two in nineteen fourty-five, the two nations have come very close to nuclear warfare. In nineteen sixty-two, the Soviet Union established nuclear missile bases in Cuba, with Intercontinental Ballistic missiles aimed at major American and Canadian cities. An embargo was place on Cuba and President Kenaedy demanded that the missiles be removed. Both countries were ready to push the button and destroy the world in the pursuit of their own selfish-interests. Fortunatly through the use of brinkmanship, the threat of nuclear war, Kruschev of the Soviet Union had the missiles dismantled and removed.

Unfortunatly, this kind of deterence and use of brinkmanship cannot possibaly work one hundred percent of the time. Some countries have nothing to lose by using nuclear weapons on their rivals, and surely the threat of nuclear war will not deter these nations from using nuclear weapons. When the United States dropped bombs on Libya and killed Khadafi's daughter, revenge is most likely on Khadafi's mind. He wouldn't have anything to lose by using nuclear weapons, as already proven an extremist by harbouring

because when playing with fire, you're bound to get burnt."

This position is primarily supported by outlining and refuting the arguments traditionally used to justify the retention of nuclear weapons. While acknowledging that the doctrine of deterrence has prevented nuclear war by maintaining a balance of power between the superpowers, the student argues that deterrence is a dangerous and outdated concept.

The first argument presented against the deterrence doctrine is that while it has never actually failed to preserve the peace, it has come very close to failing on several occasions. With appropriate reference to the Cuban Missile Crisis, the student illustrates that the United States and Soviet Union had come to the brink of disaster: "Both countries were ready to push the button and destroy the world in pursuit of their own selfish interests." Although deterrence may have prevented the outbreak of war, this doctrine is what created the climate of war in the first place. Even if nuclear deterrence is able to maintain peace between the United States and Soviet Union, the student suggests that some countries and governments might not be so easily deterred from using nuclear weapons if they were to gain access to them. Given the potential threat of weapons coming into the possession of "extremists" and "madmen," universal disarmament is the only policy that could ensure global security.

Another problem with deterrence, as it had been practised during the Cold War, is that it led directly to the arms race. This, the student indicates, resulted in the creation of nuclear arsenals of growing destructive potential and intensified the rivalry between the two leading powers.

The essay concludes with a mention of the danger of the accidental use of nuclear weapons. The

and training terrorists. Saddam Hussein of Iraq, another disgruntled, anti-american, who has already used biological and chemical warfare on United Nations soldiers; could possibly be building up his nuclear power for his revenge on the United States. ~~Other~~ terrorist, mad-men are the wrong hands for nuclear weapons to be in, and the threat of these weapons being used is very possible, ~~so~~ and universal disarmament is the only way to ensure they are not used.

Nuclear weapons have also kept a balance of power between both the United States and the Soviet Union. Both countries having equal destructive capabilities, have maintained that one country is not the dominant world power. The arms race developed between the two, to out do each other, but they have only created a more intense rivalry during the cold war, as well as mutually assured destruction. The mass building nuclear arms could only lead to destruction. As that is what nuclear weapons of any kind are made for. To end human life.

With the mass building of these weapons and the intense rivalry between the Nations, it is ~~very~~ quite

student argues that the atmosphere of rivalry and fear created by the existence of nuclear weapons creates the potential for their accidental use as a result of misunderstanding or equipment malfunction. While the United States and Soviet Union have taken steps to prevent this possibility, there would be no danger "if there were no nuclear weapons to be launched." The arguments presented in the essay are sound, well-ordered, and coherently structured, each contributing to the support of the common conclusion that the concept of deterrence is unworkable and, by extension, that the only other viable option is global disarmament. A clear relationship is established between the position, arguments, and evidence.

Quality of Examples

The examples presented in the paper are purposeful and specific, each serving to support the accompanying argument. Taken together, the examples reflect a solid grasp of social studies content. The entire paper is founded upon a general discussion of the relations between the United States and Soviet Union during the Cold War. This example is relevant and accurate, demonstrating a competent understanding of deterrence and the balance of power as applied to the position being defended.

As part of this larger discussion, the student broadly outlines the major events of the Cuban Missile Crisis, and shows how the superpowers' policy of brinkmanship combined with nuclear deterrence to cause a near catastrophe.

Unlike many other papers making similar claims, this essay presents specific examples to support the contention that some governments might not be deterred from using nuclear weapons were they successful in developing this technology. The student suggests that the American attack on Libyan leader Colonel Khadafi, which resulted in the death of his young daughter, might provide sufficient

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possibly that they nuclear weapons will be used accidentally. Malfunctioning equiping could make it seem that another nation has launched nuclear missiles at them, and then launch nuclear missiles back, when there really was no attack. Nuclear war was just made and it was all in error. To prevent this the United States and the Soviet Union set up a hotline between Washington and Moscow, shortly after the cuban missile crisis. Although this is a good safety measure against accidental nuclear war, it wouldn't be needed if there were no nuclear weapons to be launched.

Although Nuclear weapons may create a deterrent against war among some nations it will not work with nations who will not have anything to lose at the threat of a nuclear war. Nuclear weapons have helped maintain a balance of power between the Soviet Union and U.S.A, but the capability of the weapons ~~Extremist~~ being used accidently still exist. If ~~the~~ Nuclear Weapons ~~were~~ were banned it, would, we wouldn't have to worry about the threat of nuclear war either deliberatly or accidentally at all, and the would would only then be a much better place to live.

motive for Libya, a state already implicated in terror attacks, to stage a nuclear strike upon the United State Despite the questionable claim that biological and chemical weapons have bee used by Iraq against UN soldiers (presumably, the student is referring to coalition forces participatin in the expulsion of Iraqi occupiers from Kuwait), the example of Saddam Hussain's attempt to acquir nuclear weapons for Iraq al helps to advance the argument that "Extremist, mad-men are the wrong har for nuclear weapons to be i and the threat of these weapons being used is very possible."

Quality of Language and Expression

The contents of this paper a structured so as to enhance clarity and flow. While err of word choice, grammar, spelling, and punctuation ar apparent, they do not significantly detract from th fluency of the writing or the clarity of the communicatio The student employs a vocabulary that is specific and appropriate, and makes accurate use of social studie terminology.

EXAMPLE PAPER TOPIC B: "3 SATISFACTORY"

To most people, the thought of a nuclear war is horrendous, but only because it is much worse than that. Nuclear weapons have the ability to end billions of lives, ~~destroy~~ destroy cities and small countries, poison the soil and earth for many years from the radiation and block out the sunlight from the fallout. And all it takes to use them is one scared or crazy person or group of people who decide to take the fate of the world into their ~~hands~~ hands. Who are they to decide whether or not children grow up and families survive? The flip side is that when used with care and knowledge nuclear weapons can save lives. The irony is that while you are safeguarding the lives of your country you are destroying many more lives in the targeted region. And if that region has the ability to detect and strike back the M.A.D. (Mutually Assured Destruction) ~~to~~ principle applies. The logical person would agree that nuclear weapons are not necessary and are detrimental ~~the~~ to the

Exploration of the Issue

The student's initial attempts to grapple with the issue are awkward but, as the paper progresses, the student reveals adequate understanding of the issue and its complexity.

In the opening paragraph, the student displays some understanding of the fundamental paradox of nuclear weapons: that, while they "have the ability to end billions of lives," they can also save lives by deterring war through the doctrine of "Mutually Assured Destruction." References to the destructive potential of nuclear weapons provide the basis for the student's appreciation of the significance of the issue.

Throughout the argumentation, the student demonstrates a generally firm understanding of the competing positions that one might take on the issue.

However, as is typical of many writers achieving the "3 Satisfactory" standard, the student tends to dismiss lightly opposing arguments and positions: "While people who support nuclear weapons and their development can be quite normal, their logic is questionable." By including a discussion of nuclear energy and the issue of nuclear proliferation, the student exhibits an appreciation of the depth and breadth of the assigned issue.

Defence of Position

The student takes and consistently defends the position that "nuclear weapons are not necessary and are detrimental to the continued survival of all mankind." The position is subsequently clarified with regard to the issue of nuclear power: "This is not to say that the development of the nuclear reaction for energy purposes should be stopped."

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continued survival of all mankind.
While people who support nuclear weapons and their development can be quite normal, their logic is ~~sound~~ questionable. These people argue that policies of brinkmanship and the arms race prevent war, citing such examples as the Cuban Missile Crisis and the enormous amount of money ~~and~~ nations spend on weaponry. However ~~in~~ the Cuban Missile ~~Crisis~~ Crisis was caused by nuclear weapons and was not ended by pure brinkmanship but rather a fear factor and the ~~the~~ threat of mutually assured destruction. And as for the arms race and money involved one of the Great Powers that was involved can no longer afford it. Russia is now putting its money into rebuilding itself and bringing its standard of living up to one on par with the rest of the industrialized countries. Nuclear weapons are playing less of a role than ever ~~before~~ before in our world.

A close reading of the paper reveals that the position is supported by five separate arguments. The first of these is based upon the rejection of the contention "that policies of brinkmanship and the arms race prevent war," and is supported by reference to the Cuban Missile Crisis. The second is that the "great powers" can no longer afford the arms race and, therefore, that "Nuclear weapons are playing less of a role than ever before in our world." The third argument is historical in character, and is founded upon the claim that the use of nuclear weapons at the conclusion of the Second World War caused an unacceptable loss of life and was a cynical attempt to intimidate the Russians. The fourth argument is that "nations are beginning to realize the terrible destructive power of the bomb," and that "the reduction of the amount of nuclear weapons has begun and the research into making better weapons has halted."

The essay concludes with the argument that "The world has already seen that to maintain collective security nuclear weapons do not have to be used."

Each of these arguments is supported by evidence that is generally accurate although undeveloped. Together, these arguments form a defense of the writer's position that is sound and adequate, but which occasionally lacks persuasiveness.

Quality of Examples

The student uses appropriate and relevant examples, indicating an adequate understanding of social studies content and its application to the assigned issue. While the student is able to cite numerous examples in support of the arguments presented, little effort is made to provide the supporting detail and explanation needed to substantiate the claims made in the argument.

For example, the student claims that the Cuban Missle Crisis was caused by nuclear weapons and was not ended by pure brinkmanship but rather a fear factor and the threat of mutually assured destruction."

To be convenced that nuclear weapons are bad all one has to do is look back in history to Aug. 6 and Aug. 9, 1945 when the USA. dropped the first two atomic bombs on Hiroshima and Nagasaki. These events did bring about the end to a long bloody war but cost as many lives as the first two years of the war in two days. And when we look at the true reason the US used the bomb it wasn't only to end the war. It was to show the Russians that they had the jump on a weapon of enormous power and the Russians had better not press so hard on certain matters.

Recently we have seen evidence that nations are beginning to realize the terrible destructive power of the bomb With the signing of the Treaty of the Non-Proliferation of Nuclear Weapons by almost 140 nations and such documents as SALT I and SALT II the reduction of the amount of nuclear weapons has begun and the research into making

Yet, the student's understanding of the term "brinkmanship" and how it differs from the "fear factor" and "threat of mutually assured destruction" is not explained, and further explanation of the relevant events of the Crisis is not provided.

Similarly, the student's claim that the American decision to use atomic bombs in 1945 was motivated by a desire to "show the Russians that they had a jump on a weapon of enormous power and the Russians had better not press so hard on certain matters," while potentially insightful, is not supported by any additional discussion of the political or military situation that existed in the period following the Yalta and Potsdam conferences. Readers are left to speculate as to which "certain matters" the student is referring. In addition to the examples already discussed, the student makes brief reference to the Non-Proliferation Treaty, SALT I and II, the Chernobyl nuclear power plant disaster, Canada's sale of a CANDU reactor to India, and the expulsion of Iraq from Kuwait as a consequence of the Gulf War. Although lacking elaboration, each of these examples is well chosen and supports the argument to which it is attached.

Quality of Language and Expression

The essay is clear and uses appropriate social studies vocabulary. The student is obviously conscious of the need to establish and maintain an appropriate tone (note the substitution of "questionable" for "screwed" on the second page of the paper). The student's writing is generally straightforward and largely free of errors of convention, syntax, and spelling.

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better weapons has halted.

This is not to say that the development of nuclear reaction for energy purposes should be stopped. With proper safeguards in place to prevent accidents like Chernobyl and extensive research and design nuclear reactors are an almost unexhaustible source of energy, which the world will need quite quickly. Nations must be careful with their reactors though, so as to prevent any more mistakes like the one Canada made when it sold its CAN'DO reactors to India and India made a weapon out of it. Nations should place safeguards in their reactors which would prevent this [redacted] and other tamperings.

Nuclear weapons are being phased out and all for the better. The world has already seen that to maintain collective security nuclear weapons do not have to be used. This was proven beyond a shadow of a doubt during the Gulf War where Iraq was soundly trounced

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and kicked out of Kuwait. The end of all nuclear weapons would ultimately bring about stability in the world and perhaps nations would trust each other more. One thing is for sure: if we continue with these nuclear weapon stockpiles the world will die a horrible death. And those unlucky people who escape the blast but are poisoned and destined to die, they will have the time to think about the consequences of the arms race, and to reflect on history before they die.

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Examples of Superior Papers

Occasionally, papers emerge during the Diploma Examination marking process that display exceptional insight, maturity, creativity, and understanding of social studies content as it relates to the assigned issue. While markers are required to assess these papers using the descriptors outlined in the scoring guide, the papers actually exceed the standards for excellence in each of the scoring categories, and demonstrate a degree of accomplishment that goes beyond that expected of students completing Social Studies 30.

The following two papers are included here as a celebration of student accomplishment. Their fluency obviates any need for additional commentary.

TOPIC A

The increasing international focus on economic issues can be summarized in the statement "Gross National Product is our Holy Grail" - Steward Udall. This highlights the primary goal of nations in the world today as the achievement of economic stability and success.

However, the methods used to attain these goals vary. Nations have the option of a variety of existing systems, which they imitate or interpret as their own. The two prominent opposing values are expressed in the principles of public enterprise versus free enterprise. Although the latter dominates today's world, is it the best approach for nations attempting to restructure their economies? Given evidence in the contrary, such as the failure of the former USSR's emulation of the market economy, the general problems associated with free enterprise, the

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success of high-intervention oligopoly in Japan, and increased global economic interdependence, the principles of free enterprise are no longer viable in the modern global economy.

While the valid threat of over or mis-regulation by government agencies and the concern for individual interests would support free enterprise, the existance of inequalities, coupled with the wild swings of the boom and bust cycle which is associated with a laissez-faire economy, would be evidence against it. Rejecting a free enterprise system does not entail accepting a totally public enterprise system. A comfortable balance which provides for both the collective and common good is possible, if values other than those inherent in the free enterprise system are used in the restructuring of a nation's economy.

The failure of Adam Smith's laissez-faire or free enterprise system (outlined in his essay *The Wealth of Nations*) is that it focuses on individual interests, personal drive, and low government regulation. As a result, inequalities arise. The gap between the rich and poor widens as those who are successful in pursuing their goals have such benefits as a higher standard of living, education and leisure time (which are attainable through wealth), while those who do not succeed have no such benefits. This does not encourage people to achieve; rather, it makes them apathetic and non-participating in both the economy and political system of the nation. A lack of government regulation leads to the formation of monopolies and wild boom and bust stages, such as occured in the "roaring twenties" and "dirty

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thirties" (Great Depression) in the United States.

Such a depression is even more evident today, in the former USSR. The Soviet Union, which throughout history followed a Marxist program of communism, with the ~~agencie~~ government agency of Gosplan regulating goods, recently underwent political and social upheaval in the collapse of the Iron Curtain. As a result, the economy (which under the ~~United~~ USSR had been plagued by shortages and mis-handling) suffered even further. As the political sphere of the USSR shifted toward Western Ideology, so did its economy. However, the rapid change to a free enterprise system has proven equally disasterous. Inflation, the devaluation of the rupee, and a nation of citizens accustomed to having their needs met are a result of the rapid change. If the Soviet States had used a more gradual approach

through a mixed economy, the problems associated with a free enterprise system might have been avoidable [illegible]. It is these problems – inequality, rapid fluxuation, and a lack of government regulation, which illustrate how a free enterprise system is not a viable choice for the restructuring of an economy, especially a former communist economy.

On the opposite hand, Japan's growth following the second world war illustrates the benefits of a more public enterprise, government intervention-type economy.

Prior to WWII, Japan's economy consisted of four major family monopolies, called zaibatsu. These monopolies controlled all facets of industrial, financial and agricultural growth in Japan.

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During the American occupation in the mid-forties, the United States implemented a system similar to their own, in hopes of creating a foothold or resource in the South Pacific. Capital, material, and technology were provided in addition to a potential market for Japanese goods. With this support, the Japanese returned to a policy of government intervention. The Ministry of International Trade and Industry (MITI) is a government agency which regulates the Japanese economy adhering to the government's economic policies. Businesses which succeed are provided with incentives such as skilled personnel, materials, and tax breaks while non-growth industries are inhibited by a lack of these incentives and bureaucratic opposition (such as witholding licenses).

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This government intervention contrasts highly with the values of independence in the free enterprise system. The keiretsu, eight oligopolies which replaced the zaibatsu through the assistance of MITI, have proven very effective on the global market. These keiretsu (The Tokai Group, Fuyo Group, Sanwa Group, DKB Group, IBJ Group, Mitsubishi Group, Mitsui Group and Sumitomo Group) rely on a high level of communication rather than competition. They present a united front for Japan against foreign competition, with vast resources of capital, education, and initiative. MITI's encouragement of technological development has made Japan into a highly diversified nation, and even more economically stable. Presently, Japan controls over 11% of the world's economy. This exemplifies how government intervention, rather than free enterprise principles, are

successful in today's global economy, in contrast with the USSR's adoption of a laissez-faire system.

The focus placed on international trading blocs furthers the idea that free enterprise is no longer viable. Cooperative blocs such as NAFTA, EEC, and APEC show a growing trend toward internationalism and interdependence. The failure of the free enterprise system in the face of this trend is that individual interests are not a major player in an international economy. Rather, a united front as seen in Japan's keiretsu is efficient.

Furthermore, as these blocs are enlarged, as more nations join (eager to pursue collective economic security), those who continue to pursue self-interest (which prevails in free enterprise) are left behind, isolated from the larger market. The need to provide a united front and to gain influence in the global economy

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is hampered by free-enterprise, as is equality and indeed economic stability (as proven in the boom-and-bust cycle). Therefore, free enterprise is ~~not~~ the identifiable system for a nation which seeks to restructure its economy for success in today's world. This reality, as proven by the collapse of the USSR, the success of Japan, the realities of free enterprise (inequality, instability) and the realities of today's collective global economy, indicate that another, more regulated system other than laissez-faire is recommendable. In order to achieve the "Holy Grail", one must pursue the right course of action, that which reflects today's economic atmosphere.

TOPIC B

Peace and Stability Can Be Achieved Without the Use of Nuclear Weapons

The development of nuclear weapons during the Second World War ~~ushered~~ in a new era of international relations. To the United States, the first country able to produce such weapons, they were seen as a glorious ~~symbol of strength and power~~. Then "Little Boy" and "Fat Man" brought a speedy end to years of war and instability. Unfortunately, long-term results and consequences of the new weapons were not completely recognized until months, even years later. Since the time when nuclear warheads have first been used, there have been a multitude of different opinions about both their use and their ~~moral~~ existance.

Deterrence has been an historical method of preventing war which many nations insist on clinging to. After all, who is going to deliberately pick a fight ~~on~~ with someone who is stronger, bigger, and generally more powerful than themself? For this reason, some people feel that nuclear arms serve a useful purpose in that no country in possession of these weapons would use them

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against another country possessing them, because they would risk being destroyed along with those they wish to harm. This policy of mutual assured destruction leads to ongoing arms races between superpowers that is extremely costly. Others believe in the non-proliferation of nuclear arms and related technology, feeling that they fewer countries that own these weapons, the less likely it is that they will be used. There is also the issue of limited nuclear warfare where an aggressor country will just use a few and the ~~off~~ defending nation will probably retaliate a little and then negotiations will begin.

Although there are some benefits to possessing nuclear weapons for purposes of national security and deterrence, even the remotest chance that they may be used accidentally, or otherwise, and the global destruction that would inevitably result far outweighs the potential benefits. In todays world, with trends leaning toward a more supranationalistic global society, there is no justifiable reason for the build-up or use of nuclear weapons by nations. The main reason nations pursue the development of nuclear arms is for security and

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this can be achieved more effectively through much more acceptable means. If countries would be willing to sacrifice a small amount of their national sovereignty to, and place trust and confidence in, the United Nations there would be such an impenetrable force of global collective security that an aggressor would have no hope but to re-think its actions. This would provide deterrence in the purest form.

It has often been said that if nations prepare for war then war will become inevitable. It would follow then that if nations prepared for peace, peace would be inevitable and any need for the destructive nuclear weapons would be obsolete. Potential hazards such as the Cuban missile Crisis during the Cold War period would not be repeated. During this time of nuclear arms build-up by both the Soviet Union and the United States, the threat of all-out nuclear war came dangerously close to being realized. Americans claimed that the Soviets had penetrated their sphere of influence and asked for trouble by constructing missile sites in Cuba, less than ninety miles away from American borders. On the other hand, the Soviets justified themselves

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by pointing out that there were American missiles pointed at the Soviet Union in Turkey - much closer to the Soviet Union than Cuba is to the United states. Fortunately a global war was prevented through diplomatic talks between Kennedy and Kruschev which negotiated removal of missiles from both Cuba and Turkey. At this time, both superpowers realized the overwhelming dangers posed by the possession of such weapons and talks began concerning the possibility of limiting the numbers of nuclear weapons allowed to be owned by each country.

Unfortunately these talks were not serious enough and even abandoned as was the case with SALT II after the Soviet invasion of Afghanistan. However, important lessons were learned regarding the danger of brinkmanship between the Soviet Union and the United states.

Nuclear weapons also include moral issues. If a war using such weapons were to take place it would more than likely involve citizens rather than be restricted to military personnel. As was so vividly and horrifyingly portrayed in the bombings of Hiroshima and Nagasaki, the pain and suffering caused during- and lasting years after- a nuclear attack go unrivaled.

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Chances are that if at any time, any amount of nuclear power were to be used, a scene many times more horrific would follow.

Most countries profess to advocate peace, this is proved by the almost universal membership of countries in the General Assembly of the United Nations. If all countries would exercise faith in this organization and become active participants in its collective security programs the need for nuclear weapons would no longer exist and dis armament would not make any countries feel vulnerable or unprotected. The vast sums of money spent in developing tools destroying society could then be channelled toward reconstructing and improving society. If the countries of the world really want peace like they say they do, let them disarm, get rid of their tools weapons of war, and unite together for peace.

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Appendix A

January 1995 Writing Assignment

Part B: Written Response

Description

Part B consists of an essay assignment worth 30% of the total examination mark. You are to **take** and **defend** a position on one of the two issues presented, either Topic A or Topic B.

Instructions

- Choose **either** Topic A or Topic B for your essay. If you write on both topics, **only** the first will be marked.
- Be sure to indicate your choice of topic in the space provided on the back cover.
- Use blue or black ink to write your essay.

Your essay will be evaluated according to these four criteria:

- Exploration of the Issue
- Defence of Position
- Quality of Examples
- Quality of Language and Expression

Reminders for Writing

- **Plan** your essay.
- **Focus** on the issue under discussion.
- **Establish** a clear position or thesis that will direct and unify your essay.
- **Organize** your essay in a manner that will best defend your position.
- **Defend** your position by using supportive and specific evidence drawn from your knowledge of social studies.
- **Edit** and **proofread** your writing.

Complete your essay on the following pages. Space is provided for planning and drafting and for your finished work.

Written Response — Essay Assignment

Choose **one** of the following issues for your essay. Be sure to indicate your choice in the space provided on the back cover.

Topic A

Some individuals believe that governments should use the principles of free enterprise to restructure their economies. Other individuals believe that this is not the best approach that governments should take.

Should governments use the principles of free enterprise to restructure their economies?

In your essay, take and defend a position on this issue.

Topic B

Some individuals believe that the possession of nuclear weapons by some nations today serves a useful purpose. Other individuals contend that all nuclear weapons should be dismantled and their development forbidden.

Are nuclear weapons necessary?

In your essay, take and defend a position on this issue.

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Appendix B

Scoring Criteria

1. Exploration of the Issue (5 marks)

Writers explore the issue by demonstrating an understanding of its significance and complexity throughout their essays.

1. **Understanding of the depth and breadth of the issue**
2. **Thoughtfulness**

Key Questions

- Does the writer demonstrate an understanding of the issue?
- Does the writer recognize the importance of the issue and its significance in an historical and/or contemporary context?
- Is the writer aware of the complexity of the issue?
- Does the writer establish an appropriate and meaningful context for the position taken?

INSUFFICIENT is a special category. It is not an indicator of quality. It should be assigned to papers that do not contain a discernible attempt to address the issue presented in the assignment or that are too brief to assess in this or any other scoring category.

Score	Scoring Criteria
5 Excellent	The exploration of the issue is insightful and mature. A perceptive discussion of the significance of the issue and its complexity is comprehensively developed. The context established reflects a thorough understanding and internalized appreciation of the issue.
4 Proficient	The exploration of the issue is clear and adept. A competent discussion of the significance of the issue and its complexity is capably developed. The context established reflects a sound understanding of the issue.
3 Satisfactory	The exploration of the issue is straightforward and conventional. An adequate but often generalized discussion of the significance of the issue and its complexity is developed. The context established reflects an understanding of the issue that is generally clear.
2 Limited	The exploration of the issue is incomplete or lacks elaboration. The discussion of the significance of the issue and its complexity is superficial and lacks development. The context established may be difficult to discern, indicating a vague or confused understanding of the issue.
1 Poor	The exploration of the issue is minimal. Discussion of the significance of the issue and its complexity is disjointed, inaccurate, or extremely vague. The context established is difficult or impossible to determine, indicating a minimal understanding of the issue. The preamble to the assignment may be copied but is not elaborated. Exploration of the issue may indicate misinterpretation or misunderstanding of the assigned issue.

2. Defence of Position (10 marks)

Writers take and defend a position on the issue by developing and organizing logical and persuasive arguments.

1. **Evidence of a position**
2. **Logic and persuasiveness**

Key Questions

- Does the writer present a clear position with respect to the issue assigned?
- Does the writer deal consistently with the issue under discussion?
- Does the writer select appropriate evidence to defend the position taken?
- Does the writer draw a relationship between the evidence selected and the position taken?
- Does the writer apply well-chosen and relevant historical or contemporary knowledge to develop and support the position taken rather than reiterate. memorized information and facts in the apparent hope that such facts might support a position?
- Does the writer base arguments on reason, conviction, and scholarship rather than on uninformed belief and/or unsupported assertions?
- Does the writer base arguments on valid assumptions and premises that support the credibility of the conclusions?
- What depth of analysis and elaboration does the writer demonstrate?
- Does the writer organize related arguments?
- Does the writer develop the essay logically and coherently? Has the writer avoided irrelevancies, digressions, and redundancies?

Score	Scoring Criteria
5 Excellent	The defence of position is based on well-considered, convincing, and logical arguments revealing a confident writer. The arguments presented are consistent and forceful, demonstrating maturity, insight, and/or originality. The evidence chosen is deliberate and judicious, serving to support the arguments developed and the position taken. A strong relationship between the position, arguments, and evidence is established and maintained throughout. The content is ordered and controlled in such a way as to convincingly reinforce the writer's arguments.
4 Proficient	The defence of position is based on sound arguments. The arguments presented are logical and competently developed. The evidence chosen is appropriate, serving to support the arguments given and the position taken. A clear relationship is established between the position, arguments, and evidence. The content is ordered in such a way that the writer's arguments are clearly discernible.
3 Satisfactory	The defence of position is based on one or more adequate arguments. While the arguments are generally sound, they may lack in persuasiveness and consistency. The evidence chosen adequately supports the arguments given and the position taken. The relationship between the position, arguments, and evidence is generally established. The content is ordered in such a way that the writer's arguments are generally identifiable.
2 Limited	The defence of position is based on simple assertions rather than on the development of supportive ideas or arguments. If arguments are presented, they are of questionable logic or are repetitive, unspecific, contradictory, simplistic, or based on uninformed belief. The evidence given may be related to the issue under discussion but may be largely unrelated to any arguments made or to the position taken. The relationship between position, argument, and evidence may be difficult to determine. The content is ordered in such a way that the writer's arguments are contradictory, vague, or redundant.
1 Poor	The defence of position is weak: i.e., the position taken is hard to determine, or little or not attempt is made to defend it. The writer has so misinterpreted the issue that the arguments and evidence presented are related to the position taken but are largely unrelated to the issue under discussion. The evidence chosen may be inappropriately applied to the development of any supportive argument or to the position taken. The content is disorganized and leaves in doubt the writer's intent.

3. Quality of Examples (10 marks)

Writers select, accurately develop, and apply relevant social studies examples to support their position.

1. **Accuracy**
2. **Comprehensiveness**

Key Questions

- How verifiable or factually accurate is the information in the selected examples?
- Does the information presented reflect perceptions of reality that can be supported?
- What breadth or depth of understanding does the writer demonstrate by developing specific examples or applying a range of relevant examples?
- Does the writer use the information in the examples to qualify judgements, form hypotheses, or speculate about the unknown?

Note: Examples from social studies content may be historical and/or contemporary and may be drawn from the study of Canada and/or other nations. Students are encouraged to refer to current events when appropriate.

Score	Scoring Criteria
5 Excellent	The selected examples are comprehensive and specific, revealing a mature and insightful understanding of content and its application to the assigned issue. The examples are relevant and accurate, and are chosen deliberately, demonstrating a sophisticated knowledge of social studies content.
4 Proficient	The selected examples are purposeful and usually specific, revealing a competent understanding of content and its application to the assigned issue. The examples are relevant and accurate, indicating a solid grasp of social studies content.
3 Satisfactory	The selected examples are largely conventional, revealing an adequate understanding of content and its application to the assigned issue. The examples are relevant but may contain some minor factual errors, or there may be a mixture of relevant and extraneous information. Understanding of social studies content is generalized rather than specific.
2 Limited	The selected examples are unfocused or inappropriate, revealing a vague understanding of content and its application to the assigned issue. The examples are potentially relevant but contain inaccuracies or extraneous detail. Understanding of social studies content demonstrates confusion and/or oversimplification.
1 Poor	The selected examples are either irrelevant or so scant, overgeneralized, or inaccurate that they indicate a poor or almost complete lack of understanding of content and its application to the assigned issue. The examples contain major and revealing errors, indicating a minimal understanding of social studies content. Some examples selected have been copied verbatim from the multiple-choice section of the examination without elaboration, or the issue has been so misunderstood that the selected examples are largely inappropriate for the issue under discussion.

4. Quality of Language and Expression (5 marks)

Writers communicate clearly and effectively, demonstrating control of syntax, mechanics, conventions, and vocabulary, including appropriate social studies terminology.

1. **Syntax and vocabulary**
2. **Conventions**

Key Questions

- Does the writer use correct, appropriate, and effective syntax and vocabulary? ("Syntax" is the way in which words are combined to form phrases, clauses, and sentences. "Vocabulary" is the collection of words used, including social studies terminology.)
- Does the writer use correct or appropriate grammar, spelling, capitalization, and punctuation?

Note: When marking this dimension, markers should consider the effectiveness of the total impression created by the writer. Proportion of error to the complexity and length of the response must also be considered.

Score	Scoring Criteria
5 Excellent	The writing is skillfully structured and fluent. Vocabulary is appropriate and effective. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.
4 Proficient	The writing is clear and generally fluent. Vocabulary is appropriate and effective. Syntax is controlled. Minor errors do not reduce the clarity of communication.
3 Satisfactory	The writing is clear. Vocabulary is adequate but tends to be general rather than specific. Syntax is generally straightforward. Despite minor errors, the student demonstrates control of conventions.
2 Limited	The writing is unclear and/or ineffective. Vocabulary is inappropriate and/or imprecise. Syntax is immature and/or awkward. Errors indicate a lack of control of conventions.
1 Poor	The writing is frequently unclear and not fluent. Vocabulary is frequently inaccurate. Syntax is confused and uncontrolled. Frequent errors impede communication.